The Network Newsletter:
tackling social exclusion in libraries, museums, archives and galleries

Number 175, November 2015

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The Network's Website is at www.seapn.org.uk and includes information on courses, good practice, specific socially excluded groups, as well as the newsletter archive.

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Did you see …?

Museums Journal

The November issue[1] includes some interesting articles:

- Gareth Harris "Is Black History Month enough?", which looks at some of the current activity around BHM, but also asks whether programming should take place throughout the year [p9]
- Nicola Sullivan "Are cultural attractions doing enough for disabled people?", which looks at the DDA 20 years on, and also highlights work being undertaken at, for example, the People's History Museum and Tate Britain. It also briefly introduces the Disability Cooperative Network[2], an information/knowledge-sharing group [pp12-13]
- Julie Nightingale "Diverse challenges", an interesting set of interviews with "senior sector figures" to examine multiculturalism in the light of criticism of this as a practice [pp36-39, 41].

Teen Librarian Monthly Newsletter

The latest issue[3] includes a couple of important pieces:

- "#ParisAttacks Display", which outlines – with photos of the display and also links to key articles & information – the display that Matthew Imrie put on in his school [pp2-3]
- "Child soldiers", "A list of novels, comics and non-fiction about children and teenagers that through necessity, trickery or coercion become soldiers" [p7]

Tackling social and digital exclusion – Libraries, Museums, Archives and Cultural and Heritage Organisations

Diversity in the workforce and governance of Arts Council England's Major partner museums: research project

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[1] *Museums Journal* Nov 2015. For further information, see: http://www.museumsassociation.org/museums-journal.
[2] See: http://www.musedcn.org.uk/.
[3] *Teen Librarian Monthly Newsletter*, Nov 2015, http://teenlibrarian.co.uk/2015/11/18/teenlibrarianmonthly-november-2015/.

This key new report[4], commissioned by ACE, has found that curators, exhibition staff and collections care specialists in Major Partner Museums (MPM) "appear to be less diverse than those in other roles".[5]

> "It makes recommendations about ways that Arts Council England could support MPMs to ensure their work in this area is well targeted and properly resourced in the short term, while also setting more ambitious aspirations for the medium and long term." [p3]

Its findings are grouped into four areas:

- reflections on the nature of boards;
- training and volunteering opportunities;
- the shape of the museum workforce, and
- how change might be supported in the longer term. [Taken from p3]

For each, it makes a series of recommendations. These are:

> Recommendation 1: MPMs should set targets for the diversity of their boards, where this is within their capacity to influence. This should be accompanied by a programme of board development to ensure that new, more diverse trustees are equipped to challenge and question.

> Recommendation 2: Where MPMs are governed by local authorities or universities and cannot determine the shape of their board, they should establish community panels or other advisory groups to help offer diverse perspectives on their decision-making.

> Recommendation 3: MPMs should share good practice on traineeships, internships and apprenticeships.

> Recommendation 4: MPMs should adopt the 2013 good practice guidance on internships.

> Recommendation 5: MPMs should record monitoring and destination information for all trainees in a standard format, and share this information, taking data protection issues into account.

> Recommendation 6: MPMs should plan a national programme of management-level traineeships, for implementation from April 2018 at the latest (sooner if funding can be found or reallocated).

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[4] Museum Consultancy. *Diversity in the workforce and governance of Arts Council England's Major partner museums: research project*. Arts Council England, 2015. Available to download as a pdf (3450 kb) from: http://www.artscouncil.org.uk/media/uploads/Diversity-in-the-workforce-and-governance-of-Arts-Council-Englands-Major-partner-museums_Research-project.pdf.
[5] Taken from: http://www.museumsassociation.org/museums-journal/news/05112015-diversity-report?dm_i=2VBX,3IHC,27LU0M,AIVT,1.

Recommendation 7: MPMs planning to expand volunteering should take account of diversity when doing so and report monitoring data on their volunteers in the MPM annual survey.

Recommendation 8: MPMs should treat volunteers as an integral part of their workforce and make training opportunities available to them. Where possible within the governance of the service, MPMs should create opportunities for volunteers to apply for internal vacancies.

Recommendation 9: MPMs that have accredited training programmes for volunteers should share good practice.

Recommendation 10: MPMs should improve the coverage of data on the demographics of the museum workforce, and report complete data on their workforce demographics in the MPM annual survey.

Recommendation 11: MPMs should share practice on ways of expanding career development opportunities for all staff, particularly visitor services staff.

Recommendation 12: Research should be carried out to understand why there appears to be less diversity among specialist staff, especially curators, exhibition staff and collections care staff, and identify and draw up plans for implementing the most effective actions that can be taken to address this.

Recommendation 13: MPMs should share practice on the re-scoping of specialist roles and job descriptions to enable greater diversity.

Recommendation 14: MPMs should consider the national demographic profile when reflecting on whether their more specialist staff are sufficiently diverse.

Recommendation 15: MPMs should share practice on recruiting for diversity.

Recommendation 16: MPMs should take a holistic approach to developing good community relationships, including encouraging their staff to sit on a wide range of organisations' boards.

Recommendation 17: MPMs should facilitate networking opportunities for individuals in the museum workforce from diverse groups.

Recommendation 18: MPMs should keep their prioritisation of areas for workforce diversification under review, ensuring they remain responsive to need.

Recommendation 19: Arts Council England and MPMs should find ways of improving understanding and raising the profile of museum careers in the longer term.

Recommendation 20: Arts Council England and MPMs should maintain focus and priority on the importance of workforce diversity, partly through a national MPM workforce and leadership group. [Taken from pp26-27]

The recommendations are also set out as an Action Plan [pp38-43]; this indicates who is responsible for taking forward each recommendation, and also how progress can be monitored.

The report also has a useful Appendix, "Previous diversification initiatives and the current context" [pp31-34], which includes outlines of initiatives such as Diversify[6], Inspire[7], Permeate[8], and GAIN[9]; it also looks briefly at the changing context (eg the increasing complexity of diversity; decreasing social mobility). Finally, it also includes a useful bibliography.

In a blogpost[10], John Orna-Ornstein, the Director of Museums at ACE, welcomes the report:

> "Some of the report findings make depressing reading, at least in one sense. It shows that the workforce of many of our museums continues to be deeply unrepresentative of the wider population. This is the case right across the workforce, but even more so at senior leadership and board level."

However, he also sees hope:

> "But the report also paves the way for a direct and positive response. It focuses on a relatively small group of museums, and it has come up with a series of very practical proposals for how these museums can diversify their workforce. The work will be led by our Major Partner Museums themselves, and it will take time. But it is a positive step in the right direction at a time when the imperative for diversity is clearer than ever before."

An important report – recommended.[11]

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[6] Diversify ran from 1998-2011. "Originally planned to provide training opportunities for black and minority ethnic candidates at entry level, the scheme was later extended to include smaller numbers of disabled trainees and trainees from low-income backgrounds, as well as management-level traineeships for black and minority ethnic and disabled people." [pp31-32]

[7] The Inspire programme offered three rounds of traineeships between 2005 and 2010. "Initially London based and focused on visual arts, the programme was later extended to museums and galleries across the UK and offered training to black and minority ethnic curators." [p32]

[8] "The Permeate programme offered traineeships in visual arts organisations (and later in museums) in the South East, focusing on disability and race." [p32]

[9] "GAIN ran from 2004-13 and aimed to match diverse board members to organisations looking for new trustees." [p33]

[10] See: http://blog.artscouncil.org.uk/blog/arts-council-england-blog/case-diverse-museums.

[11] Source: Museums Association email updates, 11 Nov 2015.

"What role do museums play in a small city? Interview with Patrick Urich"

This blogpost[12] is an interesting interview on *Museum Questions*[13] with Patrick Urich, the City Manager of Peoria, Illinois:

> "As City Manager, he is responsible for overseeing the day-to-day activities of the City of Peoria, including the budget and all city departments and employees."

However, he also has a clear view of the key role that museums can play in small cities:

> "Museums provide cultural vitality to a community of our size. They provide an experience that is both local and global. They offer some of the experiences that you might find in larger communities.
>
> Museums help to provide an experience for people so that when they come to visit our community, or are moving into this region, they feel like there is a sense of vitality and sense of place and sense of vibrancy."

He also agrees that:

> "Museums can certainly play a role in challenging the status quo. In fact, there is no better place than a museum to do that in a small community.
>
> For example, in Peoria, we have a complicated history with Richard Pryor [14], who is from Peoria, and a similarly complicated history with Peorian Betty Friedan [15]. Museums can help us to rethink these histories, which are not just about these people but about the social structure and inequalities that surrounded them. If museums do more to talk about local experiences and local history in a way that may make people feel uncomfortable, that's a good thing."

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[12] See: http://museumquestions.com/2015/11/02/what-role-do-museums-play-in-a-small-city-interview-with-patrick-urich/.

[13] *Museum Questions* is a blog "dedicated to questions about museums and the ongoing challenge of creating a thoughtful, reflective practice." See: http://museumquestions.com/about/.

[14] Richard Pryor (1940-2005) "was an American stand-up comedian, social critic, and actor … Pryor was known for uncompromising examinations of racism and topical contemporary issues, which employed colorful vulgarities and profanity, as well as racial epithets." [Taken from: https://en.wikipedia.org/wiki/Richard_Pryor].

[15] Betty Friedan (1921-2006) "was an American writer, activist, and feminist. A leading figure in the women's movement in the United States, her 1963 book *The Feminine Mystique* is often credited with sparking the second wave of American feminism in the 20th century. In 1966, Friedan co-founded and was elected the first president of the National Organization for Women (NOW), which aimed to bring women 'into the mainstream of American society now [in] fully equal partnership with men'." [Taken from: https://en.wikipedia.org/wiki/Betty_Friedan]. *The feminine mystique* was published in the UK in 1963 by Victor Gollancz, and reprinted 2010 by Penguin, with a new introduction by Lionel Shriver.

He also talks about the role that museums can play in the 'bigger issues' in an area:

> "The easiest one to take as an example is the environmental issue. In Peoria we are facing an issue of Combined Sewer Overflow [16], and a mandate from the EPA to fix this problem over the next 20 years. It is important to the city to not have storm sewers combined with sanitary sewers, but also there is an impact on the Illinois River and all the communities downstream from us. How do we educate the public on why we have to do this? The Peoria Riverfront Museum has an exhibit dedicated to the Illinois River Experience. There are opportunities to partner to teach people about the environment and clean water.
>
> Where it gets dicier are issues such as income inequality, racial inequality, and educational inequality in a community of our size. How can we work together to have a discussion about those issues? Sometimes if we can use the lens of history to look back, it can help to inform the approach going forward. Museums can help us talk about the past, and how the past has an impact on the events of today."

Finally, Patrick Urich sees strong links between museum staff and city managers:

> "Museum professionals and those running the day to day operations of cities are more similar than different. They are all professionals, trained in their fields, running mission-driven businesses, with no profit motive but the need to effectively manage the organization. If we had a joint staff retreat, I am sure that we would find many areas in which we could collaborate, cooperate, and find commonality in what we are trying to accomplish for the community as a whole."

In the part of the blogpost where Patrick Urich agrees about the role of museums in challenging the status quo, the interviewer (and blog-owner) Rebecca Herz has asked him this in relation to a new book, *Cities, museums and soft power*[17], which may well be worth looking out for.

A thought-provoking post.[18]

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Museums, libraries and comprehensive initiatives: a first look at emerging experience

This new research paper[19] from the Institute of Museum and Library Services[20] and the Local Initiatives Support Corporation[21] focuses on the role (and

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[16] See: http://water.epa.gov/polwaste/npdes/cso/.

[17] Gail Lord <u>and</u> Ngaire Blankenberg. *Cities, museums and soft power*. The American Alliance of Museums, 2015 (ISBN: 978-1-941963-03-6). Further details at: http://www.lord.ca/Pages/SoftPower.php and https://www.waterstones.com/book/cities-museums-and-soft-power/gail-dexter-lord/ngaire-blankenberg/9781941963036.

[18] Source: email from Mary (Marette) Hickford to the "Rethinking the Museum" LinkedIn Group, 24 Nov 2015.

potential role) of museums and libraries in revitalising low-income neighbourhoods:

> "The world of museums and libraries has changed greatly over the past two decades. The thought and the practice of institutions' contributions to community have superseded narrow concerns of patronage and audience development. The world of community revitalization has changed at the same time. Embrace of community-building and comprehensive approaches to change have advanced the field beyond the bricks-and-mortar focus of the past. The resulting confluence of values and interests creates opportunities for museums and libraries to magnify their public value by playing a supporting, and sometimes a leading, role in community-wide change efforts." [p1]

The researchers:

> "[…] identified about 50 examples of museum and library efforts that we considered at first glance to illustrate the kind of cooperative work we were looking for, and culled nine of these for a further look …" [p1]

They also set out a framework for their work:

> "This is a diverse group of institutions in very different types of urban and largely rural settings, but they are all located in economically distressed communities and their leaders have very much taken to heart the notion that the fate of their institutions is bound up with the fortunes of their communities. Acting on this belief, they have engaged in three types of efforts within a more comprehensive framework:
>
> - Physical revitalization and related initiatives, such as creative placemaking intended to incorporate arts and culture into efforts to revitalize urban neighborhoods;
> - Community-building efforts to encourage resident activism and deeper ties within and among communities; and

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[19] *Museums, libraries and comprehensive initiatives: a first look at emerging experience.* Institute of Museum and Library Services/ Local Initiatives Support Corporation, 2015. Available to download as a pdf (10520 kb) from: https://www.imls.gov/sites/default/files/publications/documents/museumslibrariesandcomprehensiveinitiatives.pdf.

[20] "The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 35,000 museums. Our mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Our grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive." [Taken from inside cover].

[21] "The Local Initiatives Support Corporation equips struggling communities with the capital, program strategy and know-how to become places where people can thrive. Working with local leaders we invest in housing, health, education, public safety and employment—all basic needs that must be tackled at once so that progress in one is not undermined by neglect in another. Sharing our expertise of 30-plus years, we bring together key local players to take on pressing challenges and incubate new solutions. And with them, we help develop smarter public policy." [Taken from inside cover].

- Delivery of economic, educational, and social programs aimed to achieving specific outcomes for whole communities.

Many museums and libraries have taken on these kinds of efforts in the past. What distinguishes our examples is the context within which this work happens and the terms of institutional engagement with communities.

The context is comprehensiveness, which we understood as collaborations among groups in multiple sectors to achieve a common outcome. These may aim for community-wide improvement across multiple domains of housing, economic development, public health, education, arts and culture and others. Or they may aim for improvement in specific social conditions, like educational outcomes for children, though collaborations among the many organizations that work in that domain.

The terms of institutional engagement, we believe, are qualitatively different from most of the episodic and limited partnerships that are typical of any institution's work. We found it helpful to distinguish five attributes that characterize this difference:

- Institutional commitment: community engagement is seen as integral to the organization's mission, which typically means that the work of multiple departments and program areas foster engagement, supported at the senior executive level and board.
- Locus of decisionmaking: program design and implementation decisions are shared with community leaders, including representatives of community-based organizations.
- Embeddedness within community networks: projects or programs (or series of projects or programs) are linked to the activities of multiple others who cooperate to achieve some type of collective impact.
- Level of effort: significant resources are devoted to the project or program relative to other organizational activities, understood in terms of staff time, budget, and attention by senior managers.
- Continuation over time: projects or programs that do not end with one-shot efforts, but continue with the same organizations or types of organizations, often within some kind of framework for cooperation." [pp2-3]

As the report says, these approaches (especially moving away from "audience-building" towards integrated co-production) are significantly different from those still adopted by many museums and libraries.

The report draws on the interviews carried out with practitioners and is illustrated with many case-studies (there is a list of some 43 "abbreviated case descriptions" on pp67-72).

The report is particularly strong on what museums and libraries can offer communities that are "pursuing revitalization":

"Consistent with the dual emphasis on programmatic diversification and a trend toward community inclusion in both museum and library and community practice, we find it helpful to classify museum and library contributions into three categories of comprehensive work: aid to community development program delivery, as traditionally understood, participation in collective impact strategies, and community-building efforts […]" [p8]

Likewise, they also look at what communities can offer museums and libraries, especially access to wider networks, and:

"[…] heightened institutional visibility and broader constituencies for the institution's work, perhaps most critical in smaller communities with fewer numbers of people who are attracted to the institution's core offering." [p11]

In the core of the book (Chapter 3, "Physical Revitalization and Related Initiatives"), the researchers look at:

- Community Development
- Economic Development
- Creative Place-making

They use case-studies to give practical examples of this work.

They then go on to look at community-building and "collective efficacy" (building social capital) in Chapter 4. As they say:

"When museums and libraries lead community-wide discussions of important public issues, they are community-building." [p26]

This is also illustrated with examples, eg:

"The Delaware Division of Public Libraries served as a forum within which public and private agencies came together to reaffirm the value of a community hit hard by the economic downturn. The library system used its "We Geek Delaware" campaign to improve morale and collect information on the aspirations of its citizens, how they perceived Delaware and their community, and examine how the Division of Public Libraries could help achieve their goals. The library system held six public conversations across the community and now is planning on how to shift its role from 'transactional to transformational.'" [p26]

"In Seattle, as another example, the Wing Luke Museum of the Asian Pacific American Experience partners with community members and local groups to create exhibits and programming that give voice to the various racial and ethnic groups that make up the community. The museum also offers neighborhood walking tours that bring museum visitors into the community, guides them through the neighborhood, interprets the cultural significance of various points, and encourages patronage of local businesses." [p30]

The report also looks at "What it takes" – how to carry out effective community engagement:

> "Throughout our conversations with museum and library staff, we often heard comments about how their institutions had become 'outward-focused' or 'committed to the community.' We wanted to unpack what this means in with a bit of care – to signal some of the changes that museums and libraries might expect to face. For their part, community organizations also should know what their partners face as they extend themselves deeper into community practice." [p48]

and "Barriers to community engagement", which include:

- Internal changes, eg bringing in new staff with different expertise, new ways of working
- Navigating external relationships, eg accountability, lack of resources (but the need, nevertheless, to sustain any work that is started), becoming more public-facing.

This paper is really interesting, and plots out an exciting new role for our sector. Recommended.[22]

Tackling social and digital exclusion – Government, Government Agencies and Local Government

Key inequalities in education: draft statement

This new draft Statement[23] from the Equality Commission for Northern Ireland:

> "[…] highlights the nature and extent of inequalities across the nine equality grounds covered by Section 75 of the Northern Ireland Act 1998: gender; racial group; disability status; sexual orientation; religious belief; political opinion; age; marital status; and dependency status […] Inequalities experienced by members of a particular equality group due to multiple identities are also highlighted." [p1]

Major findings include:

- "Some equality groups are subjected to bullying
- Males have lower levels of attainment than females
- Protestants have lower levels of attainment than Catholics
- Underachievement of working class Protestants
- Students with a disability or SEN have lower attainment levels
- Roma and Traveller pupils have the lowest levels of attainment"[24]

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[22] Source: email from Carl Clayton, ACE, to lis-pub-libs, 23 Nov 2015.
[23] Equality Commission for Northern Ireland. *Key inequalities in education: draft statement.* ECNI, 2015. Available to download as a pdf (969.35 kb) from: http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/Education-KeyInequalities_DraftStatement.pdf.
[24] See: http://www.equalityni.org/KeyInequalities-Education.

The draft Statement is based on research carried out by Queen's University, Belfast, other data sources and stakeholder engagement. This includes:

- *Education inequalities in Northern Ireland: a research report for children & young people*[25]
- The final report[26]
- *Technical tables*[27]
- Summary report[28].

"Speaking at the launch of the findings, Chief Commissioner Dr Michael Wardlow said, 'Identifying and highlighting these inequalities is only the first step. These educational fault-lines must be followed by action. There is a responsibility on those who shape and manage our education systems - those in Government Departments and the Assembly; on Education and School Boards; on the Churches; political leaders and those across the community – to focus on and overcome these enduring barriers which continue to disadvantage the most vulnerable sections of our community. The Equality Commission is eager to work with these groups to help ensure that our education system, which serves all our people, is robust and built on a stable and secure base.'"[29]

Diversity in books and other materials for children & young people

"'Reading the Way': Inclusive Books from Around the World"

Outside In World[30] have just launched their research project report and findings:

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[25] *Education inequalities in Northern Ireland: a research report for children & young people.* ECNI, 2015. Available to download as a pdf (528.15 kb) from: http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/EducationInequality-ChildrensSummaryQUB.pdf.

[26] Stephanie Burns, Ruth Leitch <u>and</u> Joanne Hughes. *Education inequalities in Northern Ireland – final report to the Equality Commission for Northern Ireland.* ECNI, 2015. Available to download as a pdf (3860 kb) from: http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/EducationInequality-FullReportQUB.pdf.

[27] *Education inequalities in Northern Ireland: technical tables.* ECNI, 2015. Available to download as a pdf (6150 kb) from: http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/EducationInequality-TechnicalTables.pdf.

[28] Stephanie Burns, Ruth Leitch <u>and</u> Joanne Hughes. *Education inequalities in Northern Ireland: summary report.* ECNI, 2015. Available to download as a pdf (892.5 kb) from: http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/EducationInequality-SummaryReport.pdf.

[29] Taken from: http://www.equalityni.org/KeyInequalities-Education.

[30] "Outside In World is the UK organisation dedicated to promoting and exploring children's literature from around the world, particularly books in translation. Our project's aim was to discover exceptional international books that stood out specifically

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"'Reading the Way': Inclusive Books from Around the World was an innovative research and development project undertaken from April 2014 – October 2015 funded by Arts Council England, The Unwin Charitable Trust and the Calouste Gulbenkian Foundation […]

The aim of the project was to help bring exceptional international books to UK audiences; titles that stand out specifically in terms of being 'accessible' to all children, including disabled children and/or 'inclusive', i.e. including disability or disabled characters within the story."

The project looked at some 60 books from fifteen countries (including: Brazil, France, Germany, Greece, Guatemala, Hungary, India, Italy, Korea, Lebanon, Mexico, Slovenia, Spain, Sweden and Syria).

"Of these 60, eight titles were rejected in the initial assessment process; 38 titles were included in the 'discussion' within the report and a further 14 titles were subject to less specific feedback and not dealt with in detail.

Our focus groups consisted of a Virtual Focus Group of experts; Schools and Organisations; consultation meetings with specialists in the disability field and a publisher focus group. A total of 18 'physical' focus groups and consultation meetings were carried out. We genuinely consulted children, including children with a range of different needs holding focus groups in both mainstream settings and special school settings."

The project identified:

- "A valuable list of international books relevant to disability.
- A powerful picture of the way disability is approached around the world.
- Several 'gems' in terms of really exciting books and excellent models of good practice.
- Books which, whilst not 'exceptional', could be considered of real value in terms of relevance to disability.
- Important learning points or simple ideas that could work well in books including the pitfalls to be avoided.
- Common ground by opening up dialogue between international publishers, writers, translators and UK publishers."

Their key findings included:

- "The value of thorough research in terms of evaluating books, particularly where the subject of disability is concerned.

- Recognition that there is always a degree of subjectivity involved in different individuals' assessment of a book. This is why, crucially, our project sought feedback from a wide range of different sources and also then also used OIW's own judgement and expertise to assess all these

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in terms of being 'accessible' and/or 'inclusive' (i.e. including disability or disabled characters within the story)."

and draw conclusions.

- Disability is very clearly still an underrepresented theme in global children's literature. This is concerning in many ways, clearly limiting the scope of children's perceptions. Some specific forms of disability are especially scarce, the result being that children are highly unlikely to be exposed to these and where they are, will only see one experience of that disability.

- Concluding from our feedback that whilst there is a need for books which include disabled characters naturally and casually, books which depict the 'challenges' should not be dismissed.

- Quality of translation is of great importance. While the translations were of a sufficient quality for the project's purposes, those which were translated by a professional translator were much stronger.

- A number of books might not be considered commercially viable by a UK publisher and yet would clearly offer something very valuable to children in the UK."

The project's key recommendations include:

- "UK publishers are encouraged to consider some of the titles identified by this project for possible publication. By doing so, the UK book landscape could be enriched both in terms of increasing the number of books in translation but also the number recognising and including disabled children.

- All book creators are encouraged to keep in mind ways in which any book could be made more accessible from the outset, for example by taking on board basic accessibility guidelines to ensure good readability and by ensuring an audio version is planned.

- Book creators are encouraged to look into working with existing specialists such as ITV Signed Stories, the RNIB Library, Living Paintings and Access2Books to find ways to ensure that, once published, books continue to be made available to as many audiences as possible through BSL signing, large print, braille and tactile versions.

- More inclusive books are needed and this must include both casual, natural positive inclusion, but also books which do not shy away from the challenges that can be faced by disabled people.

- Book creators are urged to continue to seek out more innovative ways to explore the subject of disability, to ensure that a diverse range of different views, perspectives and forms of disability can start to be included within the children's book landscape.

- There is a real value in actively involving children in assessing manuscripts and finished books and all parts of the book world are urged

to consider identifying appropriate means of gaining feedback from children and young people." [31]

The summary of the project can be read online[32]; for a PDF copy of the full research report, please email: info@OutsideInWorld.org.uk.[33]

Health & Wellbeing issues – Libraries, Museums, Archives and Cultural and Heritage Organisations

Becoming a dementia-friendly arts venue: a practical guide

This new guide[34] aims to:

> "[…] help arts venues of all kinds become appealing to, and supportive of, people living with dementia and their carers. This is an important part of a wider initiative – the Prime Minister's Challenge on Dementia." [p8]

It begins by stating the case for arts venues seeking to become dementia-friendly:

- "**There is a moral case.** Everyone is entitled to participate in the arts. This is part of being human and doesn't change with a dementia diagnosis.
- **There is a health and wellbeing case.** There is now good scientific evidence for the positive effects of the arts on the physical and mental health of people living with dementia […]
- **There is an artistic case.** Working alongside people with dementia can inspire creativity and motivate artists to produce great art.
- **There is a powerful business case.** There are around 850,000 people living with dementia in the UK and this figure is set to rise as the population ages. This number, together with carers of people with dementia, represent an enormous audience that some arts venues might neglect. In addition, becoming more dementia friendly is likely to encourage all sections of the wider community into your venue – something that has been proved repeatedly when improving disability access for arts venues." [p8 – emphases theirs]

The guide itself covers three key areas:

- Community engagement
- Accessibility

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[31] All the quotations are taken from: http://www.outsideinworld.org.uk/childrens-books.asp?page=Readingtheway&am=Readingtheway.
[32] See: http://www.outsideinworld.org.uk/childrens-books.asp?page=Readingtheway&am=Readingtheway.
[33] Source: email from Alexandra Strick 18 Nov 2015 to diversity@jiscmail.ac.uk.
[34] *Becoming a dementia-friendly arts venue: a practical guide.* Alzheimer's Society, 2015. Available to download as a pdf (4070 kb) from: http://www.alzheimers.org.uk/site/scripts/download_info.php?fileID=2812.

- Programming.

To illustrate these areas, it draws on a range of case-studies and good practice, including National Museums Liverpool "House of Memories"[35]; Dulwich Picture Gallery "Visual to Vocal"[36]; Equal Arts, Gateshead[37]; Historic Royal Palaces "Sensory Palaces"[38].

The guide concludes with lists of useful organisations and resources; and an important Appendix:

> "[…] a brief introduction to research and evaluation within arts and dementia care. It is far from exhaustive but aims to provide useful resources and information to artists and arts organisations to support strategic planning and contribute to funding applications. It also assists in the development of new programme areas as they continue to provide creative, stimulating, innovative and engaging work for people with dementia." [p36]

A valuable and practical guide, highly recommended.[39]

Migration issues – Other Agencies

Trajectory and transience: understanding and addressing the pressures of migration on communities

This important new report[40] from IPPR looks at the major changes in UK society:

> "By 2031, more than 45 local authorities across England and Wales will no longer be majority white British. While some areas have long histories of migration, others have begun this transition only very recently, and often very rapidly, as a consequence of recent migration from outside the UK." [p6]

It argues that:

> "[…] this localised understanding of demographic change is currently overlooked in wider debates about identity, integration and migration.

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[35] See: http://www.liverpoolmuseums.org.uk/learning/projects/house-of-memories/.
[36] See: http://www.dulwichpicturegallery.org.uk/about/press-media/press-releases/dulwich-picture-gallery-challenging-perceptions-of-people-living-with-dementia/.
[37] See: https://equalarts.org.uk/about-us/.
[38] See: http://www.museumsassociation.org/museum-practice/museums-and-mental-health/15062015-hrp.
[39] Source: email from the Age Friendly Museums Network, 10 Nov 2015.
[40] Phoebe Griffith and Julia Hale. *Trajectory and transience: understanding and addressing the pressures of migration on communities.* IPPR, 2015. Available to download as a pdf (1280 kb) from: http://www.ippr.org/files/publications/pdf/trajectory-and-transience_Nov2015.pdf?noredirect=1.

The focus of these debates remains largely on outcomes for different ethnic groups, not on the ways in which whole communities are evolving and reacting as they shift demographically.

The debate about the impact of ethnic diversity and migration on our social landscape is polarised and contested. Political discourse increasingly presents ethnic diversity as a source of social tensions and fragmentation, and argues for policies that seek to limit international migration and to enforce top-down approaches to integration.

This report aims to inject greater balance into this debate. We seek to do this by focussing on the lived experiences of ethnic diversity at the local community level, not on the cultural traits or outcomes of different ethnic groups. Rather than draw solely on aggregate data about people's perceptions, we have used a qualitative approach that we believe allows for a deeper analysis of how people 'make sense' of complex issues and provides insights into the nuances in experiences, perceptions and identifications of ethnic diversity – nuances which are inevitably flattened out in public perception data […]" [p6]

It includes chapters on:

- "Demographic change in the UK: a local analysis" – which includes "Revealing a more diverse UK", a very useful summary of demographic changes and their impact on society in the UK

- "The effects of trajectory and transience" – which includes "Trajectory: how migration history shapes cohesion" with case-studies of Sandwell and Slough where "diversity has in effect become 'normalised'." [p14]; and "Transience: people on the move":

  > "One emerging and little-understood challenge facing UK towns and cities (both those that are already diverse and those making the transition to greater diversity) is that many migrant populations are becoming more transient. Research suggests that migrants spend shorter periods in the UK […]" [p17] [please see below]

- Finally, implications for policymakers – also see below.

In terms of transience, the research found that it is driven by a number of factors, including:

- "labour market trends, such as a growth in seasonal working patterns in towns near agricultural centres, or in areas of extensive development […]
- pressures on housing, particularly in larger cities
- social mobility creating movement from deprived to more affluent areas
- trends in higher education, as universities attract record numbers of international students as a means of generating resources." [pp17-18]

However, transience can be problematic, for example:

- It places "a strain on local services and infrastructure. One study by Travers et al (2007) [41] outlines a series of costs that arise from population churn: translation costs, housing administration and maintenance costs, electoral registration turnover costs, council tax registration costs, costs of planning law contraventions, public assistance costs for migrants with no other means of support, homelessness provision and administration, and social services. These effects are likely to be particularly challenging in areas with a low-migration trajectory, historically speaking." [p18]

- In addition, the fieldwork in Slough "reveals that it is transience, rather than migration and ethnic diversity, which also causes greatest unease in the local population in areas of longer trajectory." [p18]

- "Transience inevitably has an impact on people's attachment to a local area and a community's capacity to build links between residents. Higher rates of population turnover mean that there are fewer long-term residents in an area. Turnover can also undermine social networks, erode trust and increase levels of insecurity […] This was a notable concern in Slough […]" [p18]. Similar concerns were also noted in the research fieldwork in York.

Given all this, the report concludes that:

"The policy requirement is therefore twofold:

- to help areas in transition manage change, address pressures on public services, and defuse potential tensions
- to enable areas either to face up to the challenges posed by transience, or to put in place strategies to promote and support settlement and hence integration." [p19]

The report then finishes with three Objectives for policy-makers:

- Objective 1: ensure that immigration rules do not drive up transience and inhibit integration
- Objective 2: create the conditions for better local policy
- Objective 3: set up action plans for local authorities.

Objective 1: ensure that immigration rules do not drive up transience and inhibit integration

This includes:

"The government should design its migration rules to encourage greater settlement and discourage transience, in order to promote the integration of migrants, alleviate the pressures on social cohesion that derive from population churn, and ease pressures on public services.

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[41] Tony Travers *et al. Population mobility and service provision: a report for London Councils.* London Councils, 2007. Available to download as a pdf (752.78 kb) from: http://eprints.lse.ac.uk/42756/1/populationmobilityandserviceprovision.pdf.

We recommend that the government should review recent decisions in three areas in particular: post-study work, family migration and citizenship. Pursuing policies that explicitly set out to break the link between coming to the UK and settling here is counterproductive." [p20]

Objective 2: create the conditions for better local policy

This includes:

"The government should prioritise areas that are making the transition towards greater ethnic diversity to foster greater community resilience. This includes a far more responsive system for managing data collection and funding mechanisms that allow areas to respond effectively to the pressures produced by demographic change." [p23]

In terms of the funding mechanisms, the report argues that:

"The current government is committed to launching a Controlling Migration Fund. According to the 2015 Conservative party manifesto, the fund's aim will be to both ease pressure on services and pay for additional immigration enforcement in local areas (Conservative Party 2015 [42]).

The government should give local authorities discretion over how they allocate additional resources. Depending on local circumstances, local authorities may opt to use additional funding to regulate private landlords and employers; prioritising the enforcement of housing and labour market rules is likely to be fairer, carries less risk of ethnic profiling and will have additional dividends. As well as helping to identify irregular migrants, it will also help to ensure that people legally in the UK are protected, and that problems of overcrowding and wage undercutting are addressed.

Funds should also be used to address pressures on frontline public services, which often struggle to catch up in areas experiencing rapid transition – something which can become a significant source of anxiety for existing residents." [p24]

Objective 3: set up action plans for local authorities

"Local authorities should formulate strategies setting out how they will respond to demographic change, higher migration and greater diversity. These plans should form the basis for allocation of central government resources (including those set out above) and for public consultations with local residents." [p25]

These strategies would include:

- Forecast flows and population

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[42] See: https://www.conservatives.com/manifesto.

- Pre-empt pressures and seek potential opportunities (including looking at the impact on communities and cohesion)
- Prepare local services
- Engage with the local population.

If these recommendations are adopted, it will be valuable to look at how our provision can tie in, especially around transience and community cohesion.[43]

Abbreviations and acronyms

ACE = Arts Council England
DDA = Disability Discrimination Act
EPA = United States Environmental Protection Agency
SEN = special educational needs

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[43] Source: *IPPR Newsletter*, 6 Nov 2015.